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ABSTRACT

This report focuses upon the efforts of public school educators and administrators in Washington, D.C., to improve teaching and learning through a comprehensive educational plan. One of the goals in this plan was defined as the promotion of academic excellence for the attainment of knowledge, competencies, and skills. Special education projects undertaken or expanded in an effort to meet this goal included programs for the handicapped, bilingual education programs, career development, environmental education, and special programs for talented and gifted students. A systematic plan for the continuous assessment and evaluation of educational needs and achievement was also a goal of the plan, as was the improvement of service and efficiency of operations in the major support areas of management services. Also discussed here are public relations and communications issues, and labor and equal employment concerns. A major focus of the plan consisted of ensuring the active participation of all components of the Washington public schools in the implementation of systemwide competency based curriculum. Activities and materials designed to bring this about are described.

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SCHOOLS OF THE DISTRICT OF COLUMBIA

ANNUAL REPORT

ED152873

UDO 17955



VINCENT E. REED

SUPERINTENDENT OF SCHOOLS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION

With this report on the school year 1976-77, we hope to describe a school system which has, in the much-abused phrase, turned a corner. Emerging from several years of management and administrative crisis, we have this year been able to turn our attention — but not our concern — from the aggravations and distractions of such management problems to the improvement of instruction for the children of this city.

The proper business of the public schools is the education of its children. Dependable and effective management support is essential to that business. We believe that we have now brought our management problems under reasonable control and feel confident that we can now turn the attention of the School System to the more direct concerns of teachers and children with a reasonable assurance that our management supports will not crumble beneath us.

This year has seen the birth and growth of a comprehensive educational plan for the improvement of teaching and learning. The backbone of that plan is the Competency-Based Curriculum which this report describes.

Moving a school system of this size and complexity in such a new and different direction would be a momentous undertaking in any circumstance. Recent management and morale problems have made the task even more difficult and have made the accomplishments of the entire staff in this direction even more significant. The efforts and successes which we report here

have involved and affected all of us, and the success of our efforts to date can be attributed to the efforts of everyone in the System.

GOALS

The first and most basic step, taken early in this past year, was the establishment of goals for the School System. These are:

To promote academic excellence for the attainment of knowledge, competencies, and skills;

To ensure the active participation of all components of the Public Schools of the District of Columbia in the implementation of a systemwide competency-based curriculum;

To develop a systematic plan for the continuous assessment and evaluation of educational needs and achievement;

To make significant improvements in the level of service and the efficiency of operations in the major support areas of management services and to maintain those levels of support services necessary to the mission of the School System.

It was not sufficient merely to articulate the goals; more importantly, we explored the substance of those goals by asking critical questions:

1. Are they educationally sound?
2. Can they be accomplished reasonably with current resources and the best efforts of staff?
3. Do they have the firm commitment of the entire School System?
4. Can their accomplishment be properly measured and evaluated, and are there the resources to put such an evaluation system in place?

MANAGEMENT IMPROVEMENTS

A second and concurrent step, already well underway as the year opened, was the improvement — in some cases the establishment — of the necessary management support systems. The measure of effectiveness of those systems during this year has been the absence of management distractions and the ability of the administration to devote full-time attention to the development of our educational goals and priorities.

REORGANIZATION

Having stated and defined our goals and priorities, the most crucial undertaking has been the organization of the entire administrative structure to accomplish those goals and the stabilization of administrative entities already in place, particularly the regional offices which are and will be the critical front line of instructional administration.

The Division of Planning, though skeletal, undertook the essential task not only of defining administrative structures but also of working with administrative units throughout the administration to define their own goals and priorities and to insure the coherence of such individual goals and priorities throughout the administration.

The several essential services directly supportive of the classroom have been realigned into two cohesive units, the Office of Instruction and the Office of Educational Programs and Services. It was critical to the reorganization of these services that clearly defined goals be established for each office and that the goals be used to determine the organizational structure, rather than the opposite, as has often been the case.

COMPETENCY-BASED CURRICULUM

At that point in our overall development, we turned to the very heart of the matter: the development and implementation of the Competency-Based Curriculum (CBC).

For some time prior to this year, considerable planning had been underway; many individuals with significant contributions to make had been identified; and preliminary materials had been developed.

The major effort in this opening year of CBC has been the development of an awareness of the meaning and intent of the Competency-Based

Curriculum. This awareness has been an essential first step for two reasons:

1. Complete awareness and understanding on the part of all Public School staff are essential to the successful implementation of a curriculum of this scope and character. Without a knowledgeable and responsive instructional and support staff, any effort to implement a new curriculum would be bound to fail.
2. Such awareness brings forth new ideas and contributions from the widely informed and deeply experienced staff of our Public Schools.

The Year of Awareness closed with a major training program this past summer. The program was remarkable for having the voluntary involvement of several thousand teachers and administrators. Their enthusiasm clearly indicated the desire of our entire educational family to move forward in this undertaking.

The manner in which teachers and principals have embraced the concept of competency-based instruction has been highly professional. The initial enthusiasm we have seen in the schools and in the community is a most encouraging promise of success in this undertaking.

PROBLEMS

The past year has not been without difficulties, as we are all certainly aware. Large-scale reor-

ganizations and a large-scale selection process permanently filling a number of major positions in the system have had a deeply personal – and sometimes painful – effect on many of our employees with long-term commitment to the School System.

Our budget has been severely restricted, as it has been for most of this decade. Again, in this past year, we have been subjected to unreasonable and unplanned restrictions on employment at all levels, reaching even into the classroom. The effect of this has left us at the mercy of random attrition, without the ability to manage our own resources in the best interest of our educational program. This has had a negative effect on morale and has made even more remarkable the positive and enthusiastic efforts of the staff.

Other areas of concern have remained unresolved despite our best efforts. Our conflict with the city over the funding of the Teachers' Retirement Plan has left us throughout the year with almost \$4 million in unresolved funding problems.

No resolution has yet been reached on the authority of the School System to make the best use of unobligated funds, a problem of significant proportions dating back into 1976 and now before the courts for resolution.

We continue to be subjected to a ceiling on employment and positions which is unrelated to the appropriated funds available to us.

The quality of service we receive from other District agencies has continued to be less than adequate, as those agencies are no doubt affected by the same budget constraints and resolution.

A critical area which continues to pose unresolved questions is our special education program, the effects of both court action and federal legislation on the program, and the relationship of the program to that of the Department of Human Resources and the city as a whole.

EQUALIZATION PLAN

In one very significant area we have achieved a resolution after years of difficulty and effort. Over this past year, key staff have worked to develop a comprehensive alternative plan to the equalization formula imposed by court order a number of years ago. With the completion of this alternative plan, we returned to court and were granted relief from the previous disruptive formulas.

In the coming school year, an alternative plan more amenable to our needs and more equitable in its distribution of resources will be implemented.

SUMMER SCHOOL

In some cases, our problems have produced surprising benefits. Because of the massive budget

reduction imposed on us last year, it was necessary to eliminate all funding for summer school in 1977. Although this created problems for students wishing to attend, it was particularly critical for students who required summer school in order to complete ninth grade requirements or senior high school graduation requirements.

Help arrived from two sources. Public-spirited private business, including PEPCO, Riggs National Bank, Washington Gas Light Company, C&P Telephone Company and Giant Food Incorporated, contributed \$8,000 to support the summer school program for ninth and twelfth grade students. With these funds, we were able to provide a basic cadre of summer school teachers.

To this small instructional staff we were then able to add the voluntary services of a number of our school officers, who returned eagerly to exercise dusty but well-practiced teaching skills.

THE FUTURE

Although we feel confident in our mission and the steps we are taking to accomplish it, the future holds serious problems for the School System. In particular, the budget and revenue forecasts for the entire city in the next several years are grim, and we have no reason to believe that the Public Schools, as one of the largest and most expensive agencies in the city, will not continue to suffer serious budget shortages.

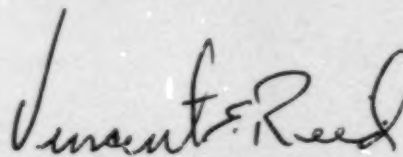
And unless there are major reforms in the budgeting and control procedures exercised by the city, we fear that we will also be subjected to the same random harassment we have met in the past several years.

In some cases, there appear to be the same budget difficulties in a number of our programs funded from federal grants. During this past year, we have already lost a major program, the Response to Educational Needs Program in Region I. Impact Aid funding has been drastically reduced, and a major portion of the reduced entitlement has been diverted to categorical expenditures.

In spite of these problems, we are confident that the children of the city will enjoy an educational program which is constantly, if gradually, improving. The administration brings to these problems many years of experience. And the commitment of teachers and administrators to the System and to its new directions has been deep and enthusiastic beyond our best hopes. Finally, all of us have had the enormous benefit

of the presence and life force of 125,000 children, whose lives and growth give our lives a meaning and reason for achievement that most other great undertakings cannot match.

This report presents selected activities and programs developed and implemented during the past year to promote the achievement of the School System's goals. It also outlines in some detail the critical problems we faced. Finally, it describes the extraordinary efforts of our employees, individually and collectively, to provide the best possible education for the children of the District of Columbia. With this report we once again dedicate and commit our professional lives to the children and the community whose future they represent.



Superintendent of Schools

REVENUES AND EXPENDITURES
FISCAL YEAR ENDING SEPTEMBER 30, 1977

REVENUES

Regular Operating Fund	\$219,607,300
Revenue Sharing	5,179,800
Reimbursements:	
Department of Human Resources	360,452
House of Representatives	180,200
Department of Recreation	54,000
D.C. Youth Orchestra	21,520
Housing and Community Development	16,000
Federal City College	8,500
Department of Health, Education and Welfare	5,977
Walter Reed Medical Center	2,028
Associates for Renewal in Education	1,700
Total Revenues	\$225,437,477

EXPENDITURES

<i>Personnel Compensation:</i>	
Teachers	\$117,416,174
Officers	13,596,140
General Schedule	14,263,219
Wage Board	25,144,393
WAE and Evening Teachers	2,219,578
Summer School Teachers	178,071
Substitute Teachers	2,121,378
Sabbatical Leave	350,000
Extra-Duty Pay	261,770
Reserve	546,753
Total Personnel Compensation	\$176,097,476

Personnel Benefits:

Life Insurance	\$ 728,526
Health Benefits	3,027,324
Civil Service Retirement	2,589,715
Teachers' Retirement	14,616,482
Social Security	368,731
Reserve	30,926
Total Personnel Benefits	\$ 21,361,704
Total Personnel Compensation and Benefits	\$197,459,180

Non-Personnel:

Out-of-town Travel	\$ 3,608
Local Travel	39,837
Transportation of Supplies and Materials	182,600
Rent, Communications and Utilities	7,342,890
Printing and Reproduction	107,716
Other Services Contractual	11,176,118
Supplies and Materials	6,390,025
Equipment	1,878,057
Grants and Subsidies	86,530
Total Non-Personnel	\$ 27,207,181
Total Expenditures	\$224,666,561

SPECIAL EDUCATION

EXCELLENCE AMONG THE HANDICAPPED

The "Discovery of Excellence Among the Handicapped" is an effort to share with students the many similarities of all people and to help regular education students understand the world of handicapped people and discover the contributions handicapped individuals have made to society. The specific objective was to expose students to the nature of blindness, the communication system used by deaf persons and the many aids available for physically disabled persons.

DEAF/BLIND TEACHER TRAINING INSTITUTE

The Institute was conducted to gather and report assessment data on one deaf/blind student's past and present behavior for use in training persons involved in the assessment and teaching of deaf/blind students.

Leading diagnosticians were invited to do a study of an 11 year old female deaf/blind student and share their findings with educators working with deaf/blind students in the District of Columbia and Maryland.

The final evaluation of the conference indicated:

1. Closer cooperation between the medical and educational professions in developing educational programs for deaf/blind students;

2. Increased skills among the participants in writing diagnostic reports.

AQUATIC INTERVENTION PROGRAM

The Aquatic Intervention Program developed by Special Education taught swimming to handicapped children returned to a local special education program from state-operated schools. The objectives of the program included:

1. Teaching basic safety skills of swimming;
2. Teaching students to swim;
3. Improving self concepts of participants;
4. Providing enjoyable and meaningful recreational activities; and
5. Combining swimming activities with classroom curriculum in the areas of math and perceptual motor games in the pool.

The activities included nine weekly meetings of a Sunday swimming class and a picnic for the students and their families. The culminating activity was a water production show that received extensive coverage in the news media.

DEVELOPMENTAL INTERVENTION DEMONSTRATION PROJECT

The Intervention Project at the Washington Highlands Community School provided individual experiences for a select group of students previously enrolled in private institutions on

tuition grants from the Public Schools. The target population was children found to be severely and profoundly handicapped and functioning below the pre-school developmental level. They lacked skills in each of the following areas: receptive/expressive language; self-care skills; self-directed functioning; and behavior control.

The most significant aspect of the program was parental involvement. Parents participated in the intake screening, skill identification, planning and assessment, and all the programs. They were also taught specific ways to reinforce positive behavior at home. The training, conducted in the home, included techniques for charting behavior and progress and use of an instrument developed by the staff and parents to assess and record the behavior of their children.

THERAPEUTIC HORSEBACK RIDING PROGRAM

This program was designed to demonstrate that horseback riding and close association with horses offer significant therapeutic benefits to emotionally disturbed children with learning disabilities, mental handicaps and physical disabilities.

The goals of the riding program are:

1. To provide children with an opportunity to learn school-related developmental skills through a multi-sensory approach;
2. To build self-confidence and a feeling of

mastery by providing a new and interesting learning experience in a nonthreatening environment.

This year 250 handicapped students participated in the program. Students from Jackson (visually impaired), Military Road (mentally retarded), Lovejoy (emotionally disturbed), Grant (hearing impaired and communication disorders) and the Title I Learning Centers attended the Rock Creek Park Horse Centre for one two-hour therapeutic riding session each week for six to eight weeks. Students were in mixed groups (regardless of handicap) ranging in size from 8 to 16. The horses, stable and riding equipment provided the basic learning resources supported by films, slides and group discussions.

HANDICAPPED STUDENTS PROVIDED SPECIAL EDUCATION SERVICES 1976-77

Mainstream Programs	8,224
School Based Service	
Learning Centers	
Classes for the Visually and Hearing	
Impaired in regular school	
Special Classes in Regular School	356
TMR Stations	
Goodstart Preschool and Primary	
PMR Program (Washington Highlands)	
Special Schools	1,504
Mental Health Stations	217
Visiting Instruction Corps	469
Tuition	630
TOTAL	11,400

BILINGUAL EDUCATION

During 1976-77 bilingual education services expanded in a variety of ways.

Direct instructional services were offered in three new schools. At Adams Elementary School, an English as a Second Language and Spanish Enrichment program was begun. Stevens Elementary School received the services of an English as a second language teacher. At Hardy Middle School, a bilingual teacher provided instruction in the Spanish vernacular, Spanish as a second language and English as a second language.

Under the Title VII ESEA grant, three Chinese teacher aides were placed at Thomson Elementary School, Gordon Junior High School and Wilson Senior High School to provide assistance to Chinese-speaking students.

At Oyster Elementary School, the bilingual school (Pre-K through 6), the Spanish vernacular curriculum was piloted this year. This curriculum is now under revision and the final version will be written in CBC terms.

A major accomplishment of the Bilingual Education Branch of Instructional Services was to

secure official approval of two new licenses for teachers. These licenses will enable teachers to become certified in the following areas: bilingual teachers K-6 and 7-12; bilingual counselors K-12; English as a second language teachers K-6 and 7-12; and English as a second language teachers at the adult level. The adoption of these licenses by the Board of Education was the outcome of over three years of work by this branch, the Board of Examiners and representatives from local universities.

In order to design a better delivery system for educational programs and services, a Round Table on Bilingual Education in Washington, D.C., was sponsored during December 1976. Nationally recognized experts in the fields of bilingual education, languages and linguistics, law, psychology and education examined current issues facing bilingual education. Out of a two-day discussion came recommendations for providing more efficient services to students with limited English-speaking ability. The Round Table was part of a project funded by the U.S. Office of Education for State Technical Assistance to local bilingual programs.

DIRECT BILINGUAL INSTRUCTIONAL SERVICES
AS OF SEPTEMBER 1976

SCHOOL	YEAR PROGRAM BEGAN	TYPE OF PROGRAM	GRADES SERVED	NUMBER OF STUDENTS	NUMBER OF TEACHERS
ELEMENTARY					
Adams	1976	ESL	K-6	30 (LESA)	1 (ESL)
Bancroft	1972	Bilingual	1-4	21 (LESA)	2 (Bilingual)
		Spanish Enrichment		28 (English)	2 Teacher Aides
		ESL			
H.D. Cooke	1971	Spanish Enrichment	K-6	60 (LESA)	1 (Bilingual)
		ESL			1 (ESL)
Eaton	1971	Bilingual Clusters	K-8	64 (LESA)	3 (Bilingual)
		Spanish Enrichment		152 (English)	2 Teacher Aides
Hardy Middle	1976	Spanish Enrichment	5-8	38 (LESA)	1 (Bilingual)
		ESL - SSL		28 (English)	1 Itinerant
Hyde	1973	Bilingual Classrooms	1-4	48 (LESA)	1 (Bilingual)
				92 (English)	1 Teacher Aide
Janney	1973	Tutoring Program (Chinese)	K-6	8 (LESA)	1 Tutor
Murch	1973	ESL	K-6	8 (LESA)	1 (ESL)
					1 Itinerant
Oyster	1971	Bilingual School	Pre-K-6	181 (LESA)	10 (Bilingual)
		ESL - SSL		170 (English)	10 (English)
					1 Teacher Aide
Stevens	1976	ESL	K-6	33 (LESA)	1 (ESL)
Thomson	1975	Chinese Enrichment	1-6	32 (LESA)	1 Teacher Aide
					1 Teacher Aide
					(Chinese)
					1 Teacher Aide
					(Spanish-Itinerant)
JUNIOR HIGH					
Deal	1973	Transitional Bilingual	7-9	76 (LESA)	1 (Bilingual/ESL)
		ESL - SSL			1 Teacher Aide
		Chinese Enrichment			1 Tutor (Chinese)
		(Bilingual Counseling)			1 Counselor
Gordon	1973	ESL			
		Spanish Enrichment	7-9	45 (LESA)	1 (ESL)
		Chinese Enrichment			2 Teacher Aides
					(Spanish/Chinese)
Lincoln	1973	ESL - SSL			
		(Bilingual Counseling)	7-9	13 (LESA)	1 (Bilingual/ESL/Itinerant Counselor)
SENIOR HIGH					
Cardozo and Roosevelt	1973	(Bilingual Counseling)	10-12	----	(1 Itinerant)
Wilson	1973	ESL	10-12	108 (LESA)	1 (ESL)
		(Bilingual Counseling)			1 Teacher Aide
					(1 Counselor)

ESL - English as a second language.

SSL - Spanish as a second language.

LESA - Limited English-speaking ability.

TALENTED AND GIFTED

HUMANISTIC STUDIES PROGRAM

The program in Humanistic Studies: Academic and Cultural Enrichment is a three-step program involving courses developed at Woodson Senior High School under the auspices of the National Endowment for the Humanities and the National Humanities Faculty. The courses provide academic and cultural experiences for 50 potentially talented and gifted students of inner-city backgrounds at each grade level in the senior high school.

Step I: American Studies, an interdisciplinary course for tenth graders, is concerned with a search for the American identity and a search for self. Through music, art, literature and history, students are concerned with the study of the American people (Anglo-European, Amerindian, Afro-American and Spanish speaking American) from Puritan through Atomic Man.

Step II: Our Literary Heritage from Britain and Some Third World Voices (Africa, India, the Caribbean) is designed to give the student a knowledge and appreciation of his literary and cultural heritage. Three major themes comprise the structure of the course: man in relation to himself; man in relation to the world and society; and man in relation to God and the universe.

Step III: World Culture, multi-ethnic and multi-ethnic in content, follows a cultural

epoch, thematic approach in music, literature and drama, science and human values, and philosophy. Four epochs were chosen for study: the contemporary, the ancient, the renaissance and the modern. During 1976-77 the science and human values segment of the syllabus was revised.

In all three steps much emphasis is placed upon written composition and all communication skills.

EXPANSION OF STEP I

During 1976-77, Step I, American Studies, was introduced in three additional senior high schools: Ballou, Dunbar and Spingarn. One hundred fifty tenth graders in each school followed the interdisciplinary course in American Studies under the direction of 15 teachers. Trained in a special summer workshop in 1976 and given supervisory assistance throughout the school year, teachers provided an enthusiastic and successful humanistic experience for students involved in the program.

Although funding this year was solely for textbook materials at the three expansion schools, the desire to implement fully all aspects of the Humanistic Studies Program was so strong that the teaching teams in each school, with financial assistance from their administrative and parent groups, participated in field trips to Williamsburg, Harpers Ferry, the National Gallery of Art and the National Collection of Fine Arts. Funding for such cultural activities for all four

schools is, however, included in the budget for 1977-78.

EXCHANGE PROGRAM

In order to expose students in the program to experiences and peers outside of their immediate environment, an exchange program has been initiated between Woodson and other local and non-local high schools.

The exchange between Woodson and Brookfield High School in Brookfield, Connecticut, has proved highly successful. The two-week period, though brief, afforded an excellent opportunity to students of both schools to develop sensitivity toward other's values, to transcend parochialism and to develop a cosmic outlook.

During 1977-78 a foreign exchange is anticipated.

FOLLOW-UP OF GRADUATES

Letters and questionnaires received from students who were formerly enrolled in the Humanistic Studies Program and who are currently attending colleges and universities throughout the country have indicated that the Humanities

Program was of significant help in their social and academic achievement on the college level. In many cases students found that the readings required in their university classes were the same as those to which they had been exposed in the Humanistic Studies Program.

CONTRIBUTION TO COMPETENCY-BASED CURRICULUM

Because of its emphasis upon the language arts and listening skills, Humanistic Studies lends itself readily and successfully to the instructional goals of CBC. By developing critical insights and broad perspectives, the program seeks to aid students in making decisions and establishing values. In addition, it aims to develop self-esteem and a sense of worth in students.

IMPROVEMENT IN READING AND VOCABULARY SCORES

By means of pre- and post-tests administered to Step I students in all four high schools, it was ascertained that a growth of one to three years had been achieved in reading and vocabulary skills.

CAREER DEVELOPMENT

BUILDING RENOVATION AND CONSTRUCTION PROJECT

The Building Renovation and Construction Program is housed in the Phelps Career Center. The program's objectives are to provide practical experiences for students through on-the-job training in carpentry, electricity, plumbing and other skill areas; and, with a staff of a supervising director and three certified journeyman instructors, to involve students in the renovation of buildings that are competitive with other renovation projects in the community.

Using 26 students from Phelps Career Development Center and 8 from Bell Career Develop-

ment Center, the Renovation Team completed the following jobs during 1976-77:

1. Restoration of burned-out sections of J.H. Johnson Junior High School;
2. Conversion of classrooms to administrative suites at Jefferson Junior High, Kelly Miller Junior High and Kingsman Elementary Schools;
3. Plumbing repairs at Langley Junior High, Bruce-Monroe Elementary School, M. M. Washington and Phelps Career Development Centers.

RESTORATION PROJECT



ENVIRONMENTAL EDUCATION

URBAN ENVIRONMENTAL EDUCATION PROJECT

Since its inception the Urban Environmental Education Project (U.E.E.P.) has held that environmental education offers interesting and relevant alternative paths for teaching basic skills, knowledge and processes. U.E.E.P.'s Minigrant Program has been a very effective means for getting students to take the responsibility for environmental improvement while developing skills which will serve them throughout their lives. During this school year applicants for grants were required to show what CBC skills would be used and developed in their projects.

The funded projects covered such diverse topics as correcting eroded school yards; replacing broken glass in display cases with unbreakable plastic; collecting aluminum and paper for recycling; conducting schoolwide environmental awareness and cleanup campaigns; and doing scientific investigations into environmental problems.

Twenty-two projects were funded in this cycle. Reports from 18 were received in time to be included in this report. These showed that minigrants are an effective and inexpensive way to get students, teachers, administrators, parents and community people involved in environmen-

tal education activities which stress CBC skills. The number of persons involved are summarized below:

Students	2,286
Teachers	113
Administrators	18
Parents	30
Community Persons	36
Total Cost	\$2,229.00
Cost per Student	\$.98

Teachers were asked to respond on a five-point scale to the levels of enthusiasm which their students showed for project activities. Ninety percent of the students were reported as very enthusiastic, ten percent as enthusiastic, while none was reported in the lower categories.

Teachers also reported that:

1. More than 75 percent of the students participating in the projects had increased their awareness, concern and knowledge about environmental issues; and
2. Seventy-five percent of the students involved had shown increased interest and achievement in subjects such as reading, mathematics, science, art and social studies.

STUDENT ACHIEVEMENT

COMMITMENT TO EXCELLENCE

"I want the students to know that we have many kinds of stars. We honor our athletes who star on the playing field. It is time we recognized and honored our academic stars. We have many such stars."

The Superintendent's Commendation Roll was established to seek out students who had achieved a high standard of academic excellence. It was considered most important that these students be recognized and commended for their academic leadership and personal dedication. It was important also to recognize the teachers, administrators and staff who made this achievement possible.

To reward academic stardom, special assemblies were held in each secondary school. In this setting, the Superintendent presented personal letters of commendation to all students, grades 9 through 12, who had earned an all-A or an A/B record during 1976-77. Over 1,500 students were cited for their scholarship.

TESTING

It has become increasingly apparent that test scores are significantly influenced by students' test-taking skills. Students who are knowledgeable and well informed sometimes score poorly

on tests because of faulty test-taking habits. Improving students' study habits and test-taking skills, therefore, should elevate their scores and hopefully their self-image.

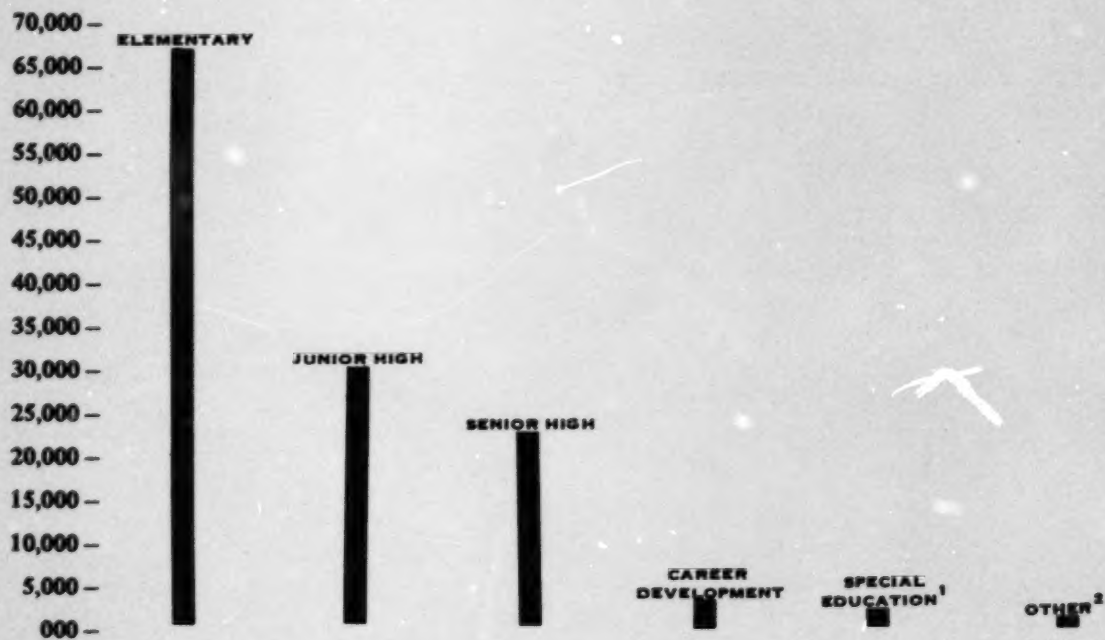
Based on this conviction a major staff development effort was launched in the fall of 1976. Its goal was to improve students' test-taking skills. Conducted by psychometrists from the Pupil Appraisal Branch, university personnel and consultants, workshops were held for teachers, counselors and principals in the six regions.

In addition to reinforcing the importance of test-taking skills, the trainers suggested practical ways in which instructional and support personnel could promote better test performance by students. Creating a positive testing atmosphere; encouraging a positive approach to test taking; instructing students (and parents) in the importance of physical well being during the testing session; and teaching students to follow directions and look for clues in standardized and criterion-referenced tests — these were underscored as the responsibility of all teachers, counselors and principals, whether elementary or secondary.

Although it is as yet too early to measure the impact of this effort on student test performance, the program continues to gain momentum as an indispensable part of classroom instruction.

STUDENT ENROLLMENT

SINGLE DAY MEMBERSHIP — OCTOBER 1976



¹ Pre-school/pre-kindergarten students whose teachers are paid through School System's funds are included.

² Includes tuition grant and regular budgeted pre-school.

GOAL

TO ENSURE THE ACTIVE PARTICIPATION
OF ALL COMPONENTS OF THE D.C.
PUBLIC SCHOOLS IN THE IMPLEMENTA-
TION OF A SYSTEMWIDE COMPETENCY-
BASED CURRICULUM

COMPETENCY-BASED CURRICULUM

Although educational excellence as a goal may be approached from any of several directions, the Public Schools of the District of Columbia regards the competency-based curriculum as the most effective and efficient way of achieving that end. Consequently the Competency-Based Curriculum Program was initiated during the school year 1976-77.

Out of a decision-making process involving administrators, teachers, students, parents and community people, there emerged 14 system-wide priority instructional goals. These goals, spread over grades prekindergarten through 12, express the School System's expectations that students will, after appropriate instruction geared to their developmental levels, be able to:

1. Demonstrate a command of fundamental communication skills;
2. Demonstrate a command of the skills that constitute mathematical, scientific and technical literacy;
3. Demonstrate the ability to think critically, constructively and creatively;
4. Demonstrate a command of the skills that promote sound physical, mental and emotional health;
5. Demonstrate attitudes and self-discipline necessary to meet everyday situations realistically;
6. Demonstrate an understanding and appreciation of intergroup relationships and acceptance of responsibility within the group;

7. Demonstrate skills and attitudes necessary to planning one's future;
8. Demonstrate marketable skills which may lead to economic independence;
9. Demonstrate the ability to relate knowledge and capabilities to individual needs and aspirations;
10. Demonstrate a command of the analytical skills which lead to sound consumer practices;
11. Demonstrate the ability to use leisure time wisely and constructively;
12. Demonstrate understanding of the cultural, economic and political backgrounds of the peoples and nations of the world and their interrelationships;
13. Demonstrate knowledge of governmental processes and the implication of changing political times;
14. Demonstrate knowledge, interpretation and appreciation of literature and the visual and performing arts.

To reach these goals students will have to develop and utilize clusters of skills under the broad headings of:

1. Analytical;
2. Consumer and producer;
3. Communication;
4. Social and political; and
5. Self-actualizing.

Given this instructional orientation, teachers in the classroom follow a three-step procedure:

1. Tell students what skill they will learn at the beginning of each class period;
2. Involve students in at least two learning activities designed to help them learn the skill;
3. Give students at least three different tasks to see if they have mastered the skill.

CBC 1976-77, designated the Year of Awareness, placed accent on staff and curriculum development. In the area of in-service training:

1. Personnel from subject matter departments were grouped into two major teams, the Coordinating Team and the Instructional Support Team, in order to upgrade instruction. A two-week intensive workshop was provided for members of these teams. Additional workshop sessions were held during the year.
2. A citywide Implementation Team was formed to serve in an advisory role. Monthly meetings were held and ongoing staff development was provided for members of this team.
3. Staff development activities were provided for individual schools and regions:
 - a. One hundred thirty presentations by CBC team members at individual schools were made on Professional Development Days, at faculty meetings and at other times.
 - b. Twenty-five workshops were held with regional CBC teams and personnel.

- c. Eighty-eight workshop sessions were conducted according to subject matter areas.
- d. Monthly meetings were held with the regional curriculum/staff development directors to share ideas and information.

In response to the need for greater systemwide awareness, the Office of Instruction conducted one-week summer staff development courses in competency-based curriculum at the new Brookland Elementary School. In all there were 882 teachers and 173 administrators representing 190 schools.

Six CBC instructional modules using several media were developed for staff development purposes. The modules include videotapes, audiotapes, slidetapes and films.

In the area of curriculum development:

1. A notebook was published on CBC terminology and methods. The six installments were disseminated to all school personnel.
2. Twenty-eight teachers received Exemplary Practices Awards of \$250 each for proposals submitted to the advisory board.
3. A course in curriculum writing ran concurrently with the staff development courses. One hundred seventy-eight teachers were enrolled. At the conclusion of the course, selected curriculum

writers developed curriculum guides in the priority areas of mathematics, reading, English and science as well as in other subjects.

Fifty presentations explaining what the competency-based curriculum is were made to community groups.

The CBC Center was opened to enable the Coordinating Team, Instructional Management Team and a group of curriculum writers to make assistance to school personnel more readily available.

In order to validate the newly developed CBC materials, 26 schools were selected as field testing sites. Among these volunteer pilot schools are 2 senior high, 8 junior high, 14 elementary and 2 career development schools. The field test results will provide information for revising the curricula and editing them for publication.

As the Year of Awareness elides into the Year of Understanding and Professional Commitment (1977-78), a course on competency-based curriculum is scheduled to be televised. The fall semester course will offer three graduate and re-certification credits to teachers, around whose needs the course was designed.

CBC RESEARCH SERVICES

A survey of teachers and administrators was made to assess the degree to which the CBC summer sessions and the CBC handbook led to

awareness and understanding of the competency-based curriculum.

A second survey was conducted to determine the kinds of CBC activities taking place in the schools, the composition of building CBC teams, and the staff development needs of each school.

A monthly assessment was conducted beginning in January 1977. The results provided a picture of continuous progress being made by the regional offices and local schools toward making operational the following aspects of CBC:

1. Regional or school building CBC team;
2. Plan for providing instructional support service;
3. Plan for providing staff development;
4. Plan for monitoring CBC activities;
5. Liaison between regional CBC team and building teams;
6. Plan for needs assessment; and
7. Plan for community participation.

NEEDS ASSESSMENT

In an effort to move the School System in the direction of Competency-Based Curriculum, major tasks to be accomplished by central and regional offices and divisions were identified and responsibilities assigned. In this connection the Division of Planning conducted a citywide assessment of needs.

The needs assessment was Phase 1 of defining CBC educational goals and objectives. Phase II, the curriculum development stage, is now underway and will be guided by the results from Phase I.

The purposes of the needs assessment were:

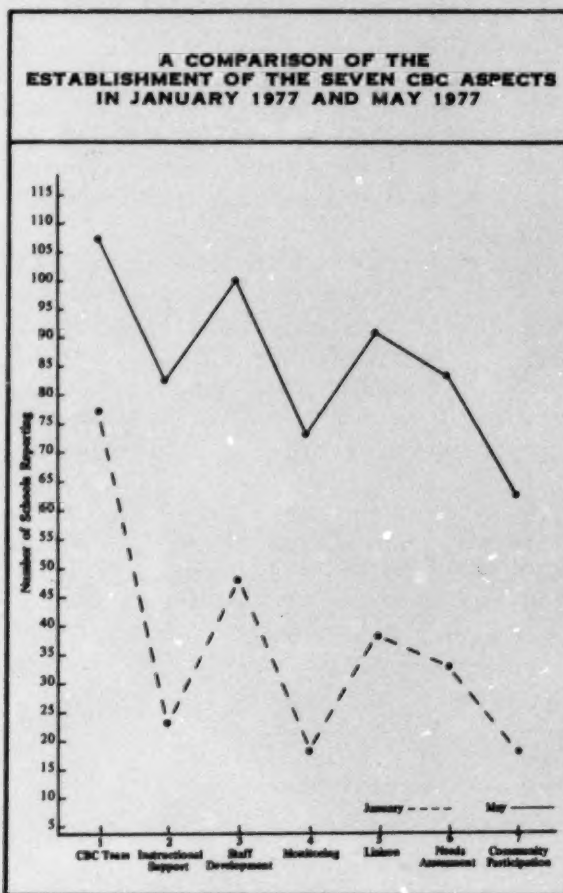
1. To establish the instructional goals to be used in designing and implementing a competency-based curriculum;
2. To determine priority ranking of instructional goals; and
3. To determine the discrepancy between "what is" and "what should be."

The results should provide the Board of Education, administrators and teachers, as well as the public, with the information on which School System programs may be improved.

Approximately 800 administrators, teachers, students, parents and community representatives met and discussed the 14 instructional goals and ranked them in order of importance as noted above.

The second and final phase of the assessment was completed in May 1977. This involved the use of a survey instrument called the "Individual Rating of the Level of Performance of Current School Programs" to obtain from the schools and the community a sense of how well current school programs are meeting each goal. The re-

sults from this survey and the earlier meetings have been analyzed and a final report has been prepared.



GOAL

TO DEVELOP A SYSTEMATIC PLAN FOR
THE CONTINUOUS ASSESSMENT AND
EVALUATION OF EDUCATIONAL NEEDS
AND ACHIEVEMENT

RESEARCH AND EVALUATION

RESEARCH INFORMATION CENTER

The Research Information Center (RIC) of the Division of Research and Evaluation performs a retrieval service for School System personnel and individuals engaged in activities supporting the System. In addition to a collection of microfiche and other reference materials, the RIC has computer retrieval capability.

During 1976-77 the Research Information Center conducted 901 formal program information searches for a wide range of offices and individuals. A majority of the requests related to the competency-based curriculum, a trend that will probably continue as development and implementation of CBC progress.

EVALUATION SYSTEM

Individual printouts giving information about their students' reading needs, achievement and placement were provided for teachers the first week of September. For the first time matched scores from the Prescriptive Reading and Prescriptive Mathematics Tests were generated by grade level and objective for all students who were administered the same level of the test in both the fall and the spring of 1975-76. The initial findings were shared with Division of Instruction personnel for use in revising performance skills objectives in reading and mathematics and with the Superintendent's staff for decision-making purposes. Individual student printouts were also provided teachers in participating schools for the opening of school in September 1977.

TITLE I EVALUATION

As a part of the evaluation of the 1976-77 Title I Program being conducted under contract with the National Testing Service, an instrument was developed and piloted to test the language development of children in grades one to three. The instrument was designed to identify both the strengths and weaknesses of children, particularly those who live in economically disadvantaged areas. It is anticipated that this instrument and subsequent findings will serve as a model for further development and research. The results will be included as a part of the final evaluation report to be completed in the fall of 1977.

SEVENTH AND EIGHTH GRADE PROGRAM EVALUATION

In view of increasing requests for elementary schools to include seventh and eighth grades in their instructional program, the Superintendent issued a moratorium on further expansion of this type of program until information could be obtained relative to the effectiveness, advantages and disadvantages of such a structure. In May 1977 the Division of Research and Evaluation developed and administered a survey to a sample of 756 seventh grade students in elementary and junior high schools, which were randomly selected. In addition, intensive observations were conducted in two elementary and two junior high schools. The information from the survey and observations will be utilized to develop a model for an in-depth evaluation of the seventh and eighth grade programs during 1977-78.

TEACHER EVALUATION

During the course of the past year a teacher appraisal pilot program was installed and field-tested in 26 schools. The appraisal was expected to measure teacher performance by:

1. Setting forth what was expected of the teacher and the level of expectation;
2. Checking the teacher's accomplishments;
3. Insuring that the teacher is qualified to teach assigned students and is competent in that teaching assignment;
4. Identifying areas in which the teacher required improvement; and
5. Considering the progress of students as an indicator of the teacher's ability to teach.

The appraisal procedure involved: the teacher, the building administrator and a third person mutually agreed upon by both parties.

Teachers were appraised in:

1. Management performance
 - a. Ability to communicate with students;
 - b. Rapport with students and classroom control; and
 - c. Knowledge of school policies and procedures.
2. Instructional performance
 - a. Knowledge of subject matter;
 - b. Knowledge and skillful use of materials and methods in subject field; and

- c. Evidence of lesson planning and preparation.

The program yielded among its findings the following:

1. The thrust of the appraisal project was consistent with the goals of the School System and the Competency-Based Curriculum.
2. The need for a more comprehensive teacher appraisal procedure was recognized by teachers and administrators.
3. More intensive and personalized staff development was needed at the local school level, particularly in schools with large faculties.

Based on these findings and other data collected by Research and Evaluation, the Board/Union Committee which developed the proposal recommended that the pilot be expanded to include 24 additional schools in 1977-78.

SCHOOL CLOSING STUDY

The Board of Education has in its Rules a new section on "Closing of School Buildings" which requires the Superintendent to undertake a survey of Public School buildings utilizing the criteria set forth there, conduct an analysis of the appropriate factors and make recommendations on phasing out or closing school buildings.

The Division of Planning developed a procedure

for studying schools having regular student populations for possible phasing out or closing. The process was applied to 24 schools and resulted in a comprehensive document, "School Closing Study: the 24 Schools, Part I," containing analyses of all of the Board's approved criteria for surveying under-utilized facilities: i.e., age of the facility, repair costs, maintenance and operational costs, enrollment trends and student population related to capacity.

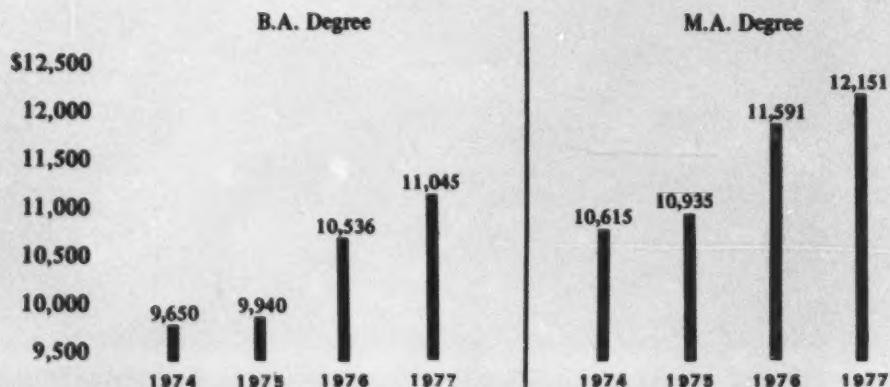
The study delineated how the 24 schools compared statistically with each other and how they

ranked in certain categories in an all-elementary school comparative ranking. Preliminary recommendations reflecting the statistical findings were based on the positions of a building in the priority listing.

The School Closing Study, coupled with the results obtained from the application of the non-statistical criteria, served as the basis for the Superintendent's recommendations to the Board of Education on May 6, 1977, on the closing of five of the 24 schools: Grant, Jackson, Military Road, Mott and Woodridge.

SALARY SCALE FOR TEACHERS WITHOUT PRIOR EXPERIENCE

SCHOOL YEARS 1974-77



SCHOOLS IN OPERATION BY REGION
SCHOOL YEAR 1976-77

SCHOOL LEVEL	REGIONS						OTHER	TOTAL
	I	II	III	IV	V	VI		
Elementary	23	23	20	25	21	17	---	129
Elementary-Junior High	2	---	1	---	---	---	---	3
Junior High	4	5	6	4	5	6	---	30
Senior High	2	1	2	2	2	2	---	11
School of the Arts (Grades 9-12)	---	---	---	---	---	---	1	1
Career Development Centers	---	---	---	---	---	---	6	6
Special Schools and Special Secondary Programs	---	1	3	1	---	---	---	5
Skills Center (CETA)	---	---	---	---	---	---	1	1
Special Education Schools and Programs	---	---	---	---	---	---	11	11
Visiting Instruction Corps and Mental Health Stations	---	---	---	---	---	---	2	2
TOTAL	31	30	32	32	28	25	21	199

GOAL

TO MAKE SIGNIFICANT IMPROVEMENTS
IN THE LEVEL OF SERVICE AND THE
EFFICIENCY OF OPERATIONS IN THE
MAJOR SUPPORT AREAS OF MANAGE-
MENT SERVICES AND TO MAINTAIN
THOSE LEVELS OF SUPPORT SERVICES
NECESSARY TO THE MISSION OF THE
SCHOOL SYSTEM

ADMINISTRATIVE REORGANIZATION

REGIONAL STAFFING

In May 1974, the Board of Education approved a proposal to decentralize the School System. The administrative structure of the School System was subsequently organized into six regions, and six assistant superintendents were appointed on an interim basis. During 1976-77, and at the request of the Board, a procedure was established which provided for community participation in the screening and selection of candidates for the positions of Assistant Superintendents — Regions. Duly elected community representatives were involved in selecting five of the six assistant superintendents. The sixth assistant superintendency has not yet been filled. Both the screening and selection panels were comprised of five members with community representatives making up three-fifths of the screening panels and two-fifths of the selection panels.

REGIONAL ORGANIZATION

Concurrent with development of a selection procedure for regional assistant superintendents was an assessment of the total regional structure. As a result of the study, regions were realigned to provide a more equitable distribution of administrative units; functions were delineated to clarify roles and responsibilities; and finally a

uniform regional organization, based upon the mission and functions of the School System, was established. The new regional organization is headed by a regional assistant superintendent and consists of two administrative units — one for instructional services and the other for educational programs and student services. This organizational structure, it should be noted, brings support services and decision-making functions closer to the classroom

CENTRAL OFFICE ORGANIZATION

An Office of the Associate Superintendent for Educational Programs and Services was established with the following components: Division of Special Education, Division of Adult and Continuing Education, Division of Career Education and Division of Pupil Personnel Services.

The Office of Instruction was reorganized to include: CBC Center, Professional Publications, Media and Library Science, Instructional Support Team, Pupil Appraisal Branch and Special Programs. In addition, a Division of Grants Administration has been established in the Office of State Administration to administer both federal and private grants.

BUDGET

NEW FISCAL YEAR

In accordance with a Congressional mandate to restructure the School System's fiscal year, a conversion program was designed in such a manner that the least possible disruption would occur to school programs and services during the process. The new fiscal year, which now runs from October 1 through September 30, permits more timely consideration by the Congress of agency budget requests, thus assuring appropriation of funds and approval of budget estimates prior to the start of the new fiscal year. This should eliminate in the future the necessity of operating under a continuing resolution and the attendant delay in implementing new programs and services or modifying existing programs and services.

The conversion process entailed the creation of an interim operating quarter which, in effect, was a three-month fiscal period. A budget was

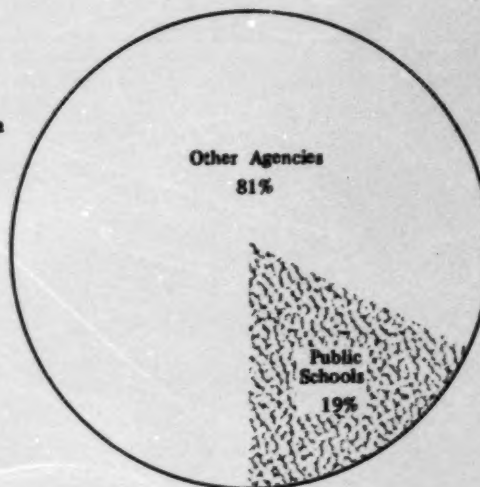
prepared and approved, control allotments were issued and expenditures monitored during this period. At the same time, a new budget for fiscal year 1977 was prepared, justified and passed, and attendant control allotments were issued so that the new fiscal year might begin in a stable fashion with the least possible disruption of agency programs and services.

With the issuance of the fiscal year 1978 budget estimates and reports, additional improvements were instituted to render the budget documents more understandable and useful to governmental users and the general public. Following its past practice of issuing a separate set of detailed reports along with the summary budget document itself, the Division of Budget included additional reports and format modifications to give readers a much clearer picture of the School System's programs and services and their effects upon the individual citizen.

DISTRICT OF COLUMBIA CITY BUDGET

OPERATING FUNDS FOR FISCAL YEAR 1977

Public Schools
 University of the District of Columbia
 Public Safety
 Human Resources
 General Operating Expenses
 Recreation
 Transportation
 Environmental Services
 Loan and Interests
 Personal Services
 Others



\$212,943,800	19.0%
39,525,900	3.5%
255,520,900	22.7%
275,530,600	24.5%
84,453,300	7.5%
17,674,400	1.6%
54,182,600	4.8%
69,036,000	6.1%
80,839,100	7.2%
33,083,300	3.0%
831,600	0.1%
\$1,123,621,500	100.0%

FISCAL CONTROL

GRANT REPORTING

During the past year the Division of Fiscal Control set up a Grant Accounting Control Section to provide additional services to and information and financial guidance on grant programs, which are now in excess of \$40 million per year.

The most visible accomplishment has been the Early Report, issued monthly and providing financial information regarding the current status of individual grants to project directors. This type of information has not been previously available, resulting in significant underrun or overrun of funds.

The report also provides current fiscal information to the grantor, thus increasing the credibility of the School System and enhancing our image of responsibility for funds.

Another effort has been of closing old grants dating back to 1966. Over 100 grants were in this category and as of this report some 35 have been closed. The completion of this project is scheduled for January 1, 1978, at which time we anticipate that all grants will be on a current basis.

At the beginning of this project, approximately \$12 million of unrecovered funds from grants was causing a cash flow problem for the District of Columbia Government. Through aggressive pursuit of unrecovered funds, these funds were captured and the accounts receivable placed on a current basis.

A directory has been issued showing the assignment of each grant to an analyst in the Division of Fiscal Control so that project directors and appropriate management officers can give immediate attention to individual problems. This operation has resulted in a significant improvement in services of an important support area of management.

PAYROLL

Significant improvement has been made in payroll procedures. Prior to July 1, 1976, the monthly error rate was running from 200-300 major mistakes and failures to pay personnel. During certain periods of the year, there were major breakdowns in the system and errors would approach 1,000 per month. In addition, approximately 2,000 employees had continuing major payroll problems, e.g., too much or too little pay.

During the past year, all 2,000 cases have been adjusted and the error rate has been lowered to the point of perhaps one or two major errors per month. Considering the fact that the payroll office handles 30,000 pay checks per month, this is close to perfect performance.

The improvement of this service has been accomplished by the following means:

1. Reorganization of internal management responsibilities;
2. Enhancement of the morale of payroll personnel;
3. Improvement of working conditions;

4. Closer cooperation with Central Accounting Office;
5. Development of a centralized filing system;
6. Serially numbering all timesheets for accountability;
7. Manifesting all significant documents in transmittal;
8. Distribution of work loads so that each payroll person is responsible for 800 employees;
9. Establishment of a Special Operations Group to research difficult problems; and
10. Establishment of a training program in which every timekeeper has attended a training session and refresher courses held each month.

**COMPARISON OF ESTIMATED AVERAGE
ANNUAL SALARIES FOR CLASSROOM TEACHERS**

14 LARGE CITIES ¹	1976-1977 AVERAGE SALARIES	RANK
Baltimore	\$13,489	11
Boston	17,100	6
Chicago	17,302	4
Cleveland	14,588	9
Dallas	13,600	10
Houston	12,200	13
Los Angeles	17,399	3
Milwaukee	19,296	1
New Orleans	11,399	14
New York	19,000	2
Philadelphia	15,959	8
St. Louis	13,000	12
San Francisco	17,239	5
Washington, D.C.	16,460	7
SURROUNDING JURISDICTIONS²		
Alexandria	N.A.	-
Arlington County	18,036	1
Fairfax County	16,296	2
Montgomery County	16,055	3
Prince George's County	15,400	4

¹ Large cities data for 1976-77 from preliminary USOE-NCES 1976-77 Report and Educational Service Report, 1976-77.

² Telephone survey for 1976-77 data.

DATA AUTOMATED INFORMATION

AUTOMATED CERTIFICATION SYSTEM

The system for automatic teacher certification provides the Board of Examiners with real-time and batch processing. Although not ready for implementation, it places the Board of Examiners and DAIS at a point to gather data, write program specifications and eventually test the system.

Major functions of the Board of Examiners in the automated certification system design are:

1. **Certification of teacher and other professional school employees.** Comparing individual qualifications and college credits against license requirements for automatic applicant certification;
2. **Salary advancement.** Monitoring the number of credit hours earned beyond the bachelor's degree for each individual in the files for automatic notification of salary advancement status;
3. **Contract follow-up.** Maintaining current application data for monitoring individuals who have not completed all certification requirements for automatic notification of contract expiration date; and
4. **School officer certification.** Maintaining current applicant data which will enable the Certification Branch to ascertain whether a person meets the requirements for school officer.

The system will also provide:

1. Applicant course data;
2. Applicant employment data (Public Law 89-810);
3. Annual and special report data;
4. Five-year certificate renewal data;
5. Form letters;
6. Inquiry report data; and
7. Lists of professional certifications in specific license areas.

The time frame for the implementation of the computerized certification system is dependent upon the approval of the plan developed by DAIS and the acquisition of key support staff.

GED AUTOMATED CERTIFICATION

An automated certification process will be implemented in the fall of 1977. Tests were computer scored in May 1977. During August and September GED staff and additional personnel began the transition from manual recordkeeping to automated scoring, retrieval of information and issuance of transcripts and certificates.

REGIONAL TERMINALS

Early in 1977 a computer terminal was installed in each of the six regional offices. The regional offices can connect to the central computer in the Presidential Building and gain access to some of the on-line files maintained by the Budget and Personnel Divisions.

Representatives from each region were given instructions on how to use the terminal and on procedures for assessing data from the on-line files. One procedure provides the following:

1. Complete information on authorized positions by Position Control Number (PCN);
2. Basic personnel information by PCN or Social Security Number (SSN);
3. Detailed personnel information by PCN or SSN;
4. A list of all authorized positions in a particular accounting classification code or cost center.

In the future similar files will be accessible to the regional offices, giving up-to-date and accurate information in other areas of administration and management.

AUTOMATED SUPPLY SYSTEM

An automated supply system was designed to allow faster response to user demands and more manageable supply support by the Division of Logistical Support. The system will automatically fill customer demands for supplies; accept receipts from wholesalers and release items to

customers that have unfilled demands; provide inventory control of warehouse stocks; and forecast and order needs to support demands and warehouse levels.

TEXTBOOK INVENTORY CONTROL

An automated inventory control system was put into place to capture information on and control textbooks used in the School System. The system will identify all books located in all schools by the International Standard Book Number (ISBN), reflecting the quantities on hand, due in and excess. With this information by school, new textbook orders can be filled when there is a declared excess in another school without expending school funds. The inventory data, by school, can be used in forecasting replenishment, disposal and redistribution actions more accurately. In addition, orders not filled will be placed with the publisher by ISBN, a system easily recognizable to the publisher and printed in each book, rather than the local assigned number presently used in the School System. The system is presently in the early stages of a wall-to-wall inventory per school to secure the needed inventory data.

DATA AUTOMATED INFORMATION SYSTEM



BUILDINGS AND GROUNDS

ACCEPTANCE OF NEW BUILDINGS

The past year represents the culmination of an unprecedented building program in the Public School history providing for the replacement, modernization and continued construction of over \$300 million worth of Public School facilities in a period of less than ten years.

Eight projects were completed this year: the New Terrell Elementary School, the Gage-Eckington Elementary School replacement, the new Wilkinson Elementary School, the new Fletcher-Johnson Elementary/Junior High Complex, the Shaw Junior High replacement, Marie Reed Educational Center (Morgan replacement), the Bancroft Elementary School addition and the Dunbar Senior High replacement. Under construction are nine major renovation or addition projects, six of which involve elementary schools: the Charles Young modernization and addition, the Burrville replacement, West replacement, the Lafayette addition and modernization, a gymnasium for the newly constructed Takoma and the new Fort Lincoln.

On the senior high level the M.M. Washington Career Development Center addition is still under construction, as is the swimming pool addition to Wilson and the Roosevelt addition and modernization. Also underway are five major permanent improvement projects which will renovate the physical educational facilities at McKinley Senior High School, modernize science and homemaking labs at various junior high schools and provide new instructional re-

source centers and prekindergarten suites at various elementary schools.

The process of insuring that the total building inventory is compliant with educational needs is a continual one, but this past year has nearly satisfied this generation of elementary school modernization requirements. Although the Eaton Elementary School modernization and the Perry-Simmons replacement projects are presently under design, most efforts in the future will be directed at the secondary level. Modernization of secondary facilities is primarily to keep abreast of advancing technology as it affects educational environment and plant operations.

It is doubtful that any secondary facilities will be replaced, as were many elementary school buildings, in that none are deemed completely obsolete and declining enrollment is expected to produce sufficient space for needed facilities. Under preliminary design on the secondary level are the Coolidge and Eastern modernization and addition projects and the Bell and Phelps Career Centers. Provided in these projects will be facilities for specialized curriculum areas and other auxiliary facilities such as swimming pools, not standard in the past.

This expansive construction program has been a most *abnormal* period of operation for the Division of Buildings and Grounds. Planning for and monitoring of so many major construction projects have forced an emphasis on the larger projects rather than the small improvements

constantly taking place. It is expected that with major construction of the expansive building program behind us, equal attention and thoroughness will be given to all projects.

In looking to the future, efforts to improve the environmental quality at all buildings will continue to require varied permanent improvements for standard facilities. There is also anticipation of projects for special concerns such as the Pre-Vocational/Vocational Center for the Handicapped about to undergo preliminary design. Of ultimate importance are projects that may result from implementation in April of this year of Section 504 of the 1973 Rehabilitation Act, which will undoubtedly have a tremendous impact on our facilities. Also under study are the feasibility of relocating central administration to school property and changes in the Shaw Urban Renewal Area and its educational facility requirements.

NEW CONSTRUCTION UNIT

The past year has seen the culmination of a heavy concentration of new facility construction and improvement, largely brought about by increased emphasis on individualized instruction, flexible scheduling, team teaching, non-graded instruction, staff development and the need for an innovative curriculum. Implementing these concepts and techniques required the "open space" school design.

This approach called for new equipment. Classrooms were replaced by learning centers; desks

were replaced by trapezoidal tables. Elementary schools were built with gyms and secondary schools were built with elementary schools attached. All of this meant a new way of doing things and called for an improvement in the management system of equipping new facilities.

To meet this new demand, the following strategies were incorporated:

1. Increased use of department chairpersons in the selection of new equipment;
2. An increase in school and community input;
3. Increased monitoring of new construction sites for completion dates;
4. Changes in ordering and delivering procedures;
5. Tighter control of budgeting and expenditures;
6. Implementation of a capital improvement procedure based on the D. C. Government's austerity program;
7. Greater use of warehouse and new school storage areas;
8. Increased supervision of equipment set up in new schools;
9. Increased service follow-up by vendor;
10. Training sessions with new school staffs as to inventory, repairs and ordering procedures.

These procedures were responsible for the orderly opening of the following new schools or for improvements:

FACILITY	EQUIPMENT ALLOTMENT
Anacostia (SHS)	
Addition & Modernization	\$612,500
Bancroft (ES) Addition	98,000
Benning (ES) Replacement	125,000
Dunbar (SHS) Replacement	521,400
Fletcher-Johnson (J/SHS)	654,000
Friendship (Oxon Run)	
Replacement	654,500
Gage-Eckington (ES)	
Replacement	158,000
Scott-Montgomery (ES)	
Addition	122,000
Takoma (ES) Replacement	191,500
Terrell (ES)	200,000
Winston (ES)	226,000
Wilkinson (ES)	187,000
Reed (Morgan) (ES)	
Replacement	318,500
Shaw (JHS) Replacement	437,600
TO OPEN SOON:	
Fort Lincoln (ES)	381,000
Lafayette (ES) Addition	121,000
West (ES) Replacement	161,000
In addition to these new facilities several new schools received closed circuit television systems:	
Friendship (Oxon Run) Replacement	
Terrell Elementary School	
Wilkinson Elementary School	
Winston Elementary School	
Takoma Elementary School Replacement	
Benning Elementary School Replacement	
Fletcher-Johnson Junior/Senior High School	
Shaw Junior High School Replacement	

EFFECT OF LIMITED PERSONNEL ON BUILDING MAINTENANCE

The School System has continued to operate its 200 or more buildings with severely limited custodial staffing. For the proper operation and maintenance of all Public School buildings, 1,634 positions are required. These include building engineers, custodians, school maintenance workers, foremen, boiler plant operators, gardeners, plumbers, electricians, carpenters, locksmiths, plasterers, repairmen and night-watchmen. Although the school board has authorized 1,529 positions, other budgetary and hiring restrictions have reduced the level of operation to 1,413 positions, 221 less than required.

The present level of operation, though far less than desirable, does represent an improvement over the previous year when, under a mayoral freeze on hiring, the number of filled positions dropped to a low of 1,333 — 80 less than the present number. With nine new facilities to open during the course of the year, this was indeed a crisis situation.

The addition of new buildings to the School System, even as replacement projects, is the heart of the operation's staffing dilemma. Buildings that require 3 to 5 custodial positions are being replaced with buildings requiring 8 to 15 positions.

This past year the Board of Education approved the closing of 6 buildings which, upon closing, would release a total of 11 positions for reassign-

ment. Another 8 buildings presently under consideration for closing will provide 18 positions if none of the buildings are retained for public school use.

The extent of vacancies is felt throughout the School System. Sixty-nine buildings, approximately one-third of all facilities, are understaffed. Hardest hit by this condition are the elementary schools as they inevitably provide the staffing that has not been budgeted for the

new buildings. Although this is a hardship, understaffing of junior high and especially senior high schools can create backlogs of work and conditions impossible to correct.

There is, once again, tremendous concern about the direction in which continued understaffed operations is leading, and it is expected that priorities will somehow relieve a burden that may otherwise be extremely detrimental to the School System.

THE DUNBAR SENIOR HIGH REPLACEMENT



LOGISTICAL SUPPORT

FOOD SERVICES WAREHOUSE

Warehouse facilities leased in August 1976 provided the necessary office and warehouse space to centralize all administrative, storage and warehousing operations at one location, except for commercial rental cold storage. This action resulted in the release of 3,743 square feet of rental space in the Presidential Building at a savings of approximately \$24,516.65 annually. Also, the warehouse provided the necessary storage facilities, including rail sidings and truck docks, to support the Food Services mission. This facility enabled the Food Services Branch to take greater advantage of Defense Supply Agency supplies, which resulted in savings of some food products by 50 percent.

CAFETERIA EQUIPMENT IMPROVEMENTS

The Food Services Branch has purchased new tables, chairs and booths to completely refurbish 16 secondary schools and improve the dining atmosphere in these schools. The new equipment prompted many of the schools to make further improvements on their own, such as providing drapes, pictures and other decorations.

Students became involved and took great pride in their accomplishments, and the cafeteria became a pleasant center of activity during the lunch break. Cafeteria employees became more concerned with providing the best service possible in this atmosphere of cooperation and respect. All of this contributed greatly to the im-

provement of morale and benefits related to the process of learning.

At the new Shaw Junior High School a Circle-Serv, rotary food service system, was installed in the cafeteria. This equipment is a major breakthrough in food service systems and is the first of its kind to be installed in a junior high school in the nation.

MOBILE REPAIR SHOPS

Transportation vehicles were converted into mobile shops using existing resources for equipment repairs in the field. These mobile shops, designed for lawnmower, window shade, sewing machine and typewriter repairs, are manned by one or two workmen who go from school to school providing on-site repairs.

This program has been in operation since the summer of 1976. The Lawn Mower Shop now provides 75 percent service through the use of mobile repair service trucks. The Sewing Machine Shop does 95 percent of its repairs on site, and the Typewriter Shop does 97 percent of electric typewriter repairs in the field.

SUPPLY PACKAGE

It has never been possible within the existing resources to deliver all items needed by schools for September opening. However, it is feasible to deliver a well-defined package of common items to all schools prior to September opening. Elemen-

tary and secondary lists were developed to provide schools with fast moving, high-use items for the first 30 days of school. Quantities were based upon projected enrollments. The completed package was funded by the Budget Division without using any of the schools' funds. The warehouse utilized assembly-line techniques to prepare and deliver packages to schools

during the summer of 1976.

Some 212 schools — including 152 elementary and special education and 60 secondary, career development and special schools — were served. As a result all schools had an initial supply of materials to begin school, allowing them to plan uses of their funds and order as required.

**NUMBER OF STUDENT MEALS SERVED
AND PRICES OF MEALS**

DAILY AVERAGE — 1975-76

	ELEMENTARY	SECONDARY	TOTAL
Breakfast			
Free and reduced meals	18,427	1,948	20,375
Paid meals	<u>396</u>	<u>430</u>	<u>826</u>
Total meals served	18,823	2,378	21,201
Reduced price	\$.05	\$.05	
Full price	.20	.20	
Lunch			
Free and reduced meals	41,152	9,058	50,210
Paid meals	<u>6,001</u>	<u>2,253</u>	<u>8,254</u>
Total meals served	47,153	11,311	58,464
Reduced price	\$.15	\$.15	
Full price	.35	.40	

IMPLEMENTATION OF TITLE IX

In August 1976 an oversight compliance committee for Title IX was established by the Superintendent with the following responsibilities:

1. Compile and analyze data collected through a self-evaluation by the School System;
2. Prepare self-evaluation report including documentation of modifications implemented and remedial steps taken;
3. Monitor and provide assistance on an on-going basis for implementation of modifications and remedial steps so as to ensure continual compliance with Title IX; and
4. Prepare regular reports on the extent of compliance by the Public Schools of the District of Columbia.

In May 1977 the EEO/Title IX staff and Title IX Oversight Compliance Committee conducted a workshop for ten-member teams from each of the six regions to generate greater awareness of Title IX implications for educational policies, practices and programs. Plans of action were developed by each regional team for the coming year.

The School System was notified in February 1977 by the Office of Civil Rights that the Public Schools of the District of Columbia were in compliance with the mandates of Title IX.

COLLECTIVE BARGAINING

On October 26, 1976, the Board of Education and the Washington Teachers' Union signed an agreement covering the working conditions of teachers in the Public Schools of the District of Columbia. Issues vital to the improvement of the educational program in the schools which have been incorporated and clarified in the new Agreement include:

1. The use of teacher planning periods in a manner which will benefit the instructional program, such as conferences with students, parents, administrators and other teachers;
2. The preparation of lesson plans which structure learning activities;
3. The control of the administrator over the teacher leaving the building during the school day;
4. The scheduling of conferences with failing students at the request of either the student or the parent;
5. The transfer of building seniority when a teacher is involuntarily transferred;
6. The use of binding arbitration only on those grievances concerning the interpretation or application of the specific terms of the negotiated agreement.

The accord reached on these issues should have a significant impact on the program.

COMMUNICATIONS AND PUBLIC RELATIONS

OPERATION POSITIVE IMAGE

In keeping with the belief of the administration that pride and self confidence build motivation and success, the Communications and Public Relations Branch of the Superintendent's Office initiated a campaign called "Operation Positive Image." This campaign, funded by two local foundations, was designed to develop and support creative ways of communicating with parents, citizens, students and staff at the local school level. It included a series of public relations clinics designed to help:

1. Principals and their assistants set explicit public relations objectives and develop plans, skills and resources to follow through on those objectives;
2. Administrative aides and secretaries develop more skill in relating to the public;
3. Parent-principal-teacher teams work on ways to increase the substance and flow of information between home and school and to provide more meaningful ways for citizens to participate in school affairs;
4. Editors and sponsors of student newspapers define their audiences and thoroughly and aggressively relate their interests and concerns to those audiences.

Publications developed as a result of Operation Positive Image that are aimed at the public in-

clude a School System brochure and a series of 24 posters and flyers spotlighting a few of the many excellent programs operating throughout the School System. They are to be disseminated during 1977-78.

Other initiatives designed to improve internal communications include Update, a newsletter which keeps staff informed on educational and operational matters. The Superintendent's Directive Issuance System which relays school policy and procedures to school personnel was refined and updated. A central administration directory and regional locator made school people more accessible to each other and to the community.

In keeping with our responsibility to provide timely, reliable and substantive information to the public on matters relating to school policy, programs and services, an Information Services Desk was established. The development of a system for disseminating, collecting and indexing materials and information is well underway.

Promoting competence and pride in achievement in students and staff at every level of the School System and restoring the confidence of the community in its Public Schools are attainable goals. They are ambitious but essential to an effective educational program.

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